

Scottish International Conference on Multidisciplinary Research and Innovation – SICMRI 2026

ANALYSIS OF EXPERIMENTAL WORK ON DEVELOPING PRIMARY SCHOOL STUDENTS' SKILLS IN WORKING WITH HISTORICAL LITERARY STORIES

Kadirova Buzulayho Turgunovna, PhD.

Andijan State Pedagogical Institute
Professor, Department of Primary Education Uzbekistan

Abstract: The development of reading literacy and analytical thinking has become one of the major priorities of modern primary education. Historical literary stories provide an effective opportunity to introduce young learners to national history, cultural heritage, and moral values while simultaneously improving their reading comprehension and critical thinking skills. This paper analyzes the results of experimental work aimed at developing primary school students' skills in working with historical literary stories. The study emphasizes learner-centered instruction, interactive teaching strategies, and competence-based education as effective approaches for improving students' reading performance. The findings indicate that systematic work with historical stories enhances learners' comprehension, interpretation, communication, and independent thinking skills.

Keywords: historical literary stories, primary education, reading literacy, experimental study, competence-based education, interactive methods, critical thinking, literary analysis.

INTRODUCTION

Primary education plays a fundamental role in shaping children's intellectual, emotional, and moral development. Among various educational subjects, literature occupies a special place because it introduces learners to human values, cultural traditions, and historical events through artistic expression. Historical literary stories are particularly valuable since they combine educational content with national identity and ethical education.

In recent years, educational reforms have highlighted the necessity of developing reading literacy rather than focusing only on mechanical reading skills. Modern education encourages students to understand, analyze, interpret, and evaluate literary texts independently. Therefore, teachers should employ innovative teaching methods that actively involve students in the learning process.

Historical stories help children imagine past events, understand historical personalities, and recognize the importance of patriotism, courage, honesty, and responsibility. These stories also provide opportunities for learners to compare historical events with present-day life, thereby improving analytical and reflective thinking.

This study aims to analyze experimental work conducted to improve primary school students' abilities to work effectively with historical literary stories through innovative pedagogical technologies.

Theoretical Foundations of Working with Historical Literary Stories

Historical literary stories combine factual historical information with artistic imagination. Unlike ordinary informational texts, literary stories create emotional engagement and encourage readers to understand historical events through characters, dialogue, and narrative situations.

Working with historical stories requires students to develop several essential competencies:

- understanding the main idea of a literary text;
- identifying historical facts presented in artistic form;
- analyzing characters' actions and motivations;
- expressing personal opinions about historical events;
- drawing conclusions based on textual evidence;
- connecting historical experiences with modern social values.

Educational psychologists emphasize that children aged seven to eleven learn more effectively through stories because narratives stimulate imagination, emotional intelligence, and

Scottish International Conference on Multidisciplinary Research and Innovation – SICMRI 2026

long-term memory. Consequently, historical literary texts become powerful educational tools for developing both cognitive and social competencies.

RESEARCH METHODOLOGY

The experimental study was designed to investigate the effectiveness of innovative instructional strategies in teaching historical literary stories.

The research involved primary school students divided into experimental and control groups. Before the experiment, both groups completed diagnostic reading tasks designed to evaluate their reading comprehension, vocabulary, analytical thinking, and interpretation skills.

The experimental group received instruction through interactive learning approaches, including collaborative discussions, role-playing, concept mapping, problem-solving activities, guided questioning, and digital learning resources. The control group continued learning through traditional teacher-centered instruction.

Observation, interviews, classroom assessment, and performance-based evaluation were employed throughout the research period to monitor students' academic progress and participation.

ANALYSIS OF EXPERIMENTAL RESULTS

The experimental work was conducted over one academic semester with the objective of determining whether innovative teaching approaches could improve primary school students' ability to understand and analyze historical literary stories. Throughout the experiment, students' reading performance, classroom participation, analytical thinking, and communication skills were systematically observed and evaluated.

At the beginning of the study, both the experimental and control groups demonstrated similar levels of reading comprehension and literary analysis. Most learners were able to retell the stories but experienced difficulties when identifying the author's message, explaining characters' motivations, and connecting historical events with modern life.

To address these challenges, the experimental group participated in lessons designed according to student-centered and competence-based learning principles. Historical literary stories were taught using various interactive strategies that encouraged active participation and independent thinking.

Interactive Teaching Strategies Applied During the Experiment

Several innovative instructional techniques were integrated into the learning process.

Role-playing Activities

Students performed scenes from historical stories by acting as historical figures and literary characters. This activity enabled them to understand the emotions, decisions, and responsibilities of each character. As a result, learners became more emotionally engaged with the texts and demonstrated greater confidence in expressing their opinions.

Collaborative Group Discussion

Small-group discussions encouraged learners to exchange ideas, compare different viewpoints, and justify their conclusions with evidence from the story. Through cooperative learning, students improved their communication skills while learning to respect alternative perspectives.

Story Mapping

Graphic organizers were used to identify the setting, historical background, main characters, conflict, climax, and resolution of each literary story. Story mapping helped students visualize relationships between events and organize information logically.

Problem-Based Learning

Teachers introduced open-ended historical questions before reading the stories. Students were encouraged to predict possible solutions, analyze historical situations, and compare their

Scottish International Conference on Multidisciplinary Research and Innovation – SICMRI 2026

predictions with the actual events described in the text. This strategy significantly strengthened analytical and critical thinking skills.

Digital Learning Resources

Interactive presentations, historical illustrations, educational videos, digital timelines, and multimedia materials were incorporated into classroom instruction. Visual support increased students' motivation and made abstract historical concepts easier to understand.

Classroom Observation Results

Continuous classroom observation revealed several positive changes among students in the experimental group.

First, learners became noticeably more interested in reading historical literary stories. They voluntarily participated in classroom discussions and demonstrated greater curiosity about historical personalities and events.

Second, students gradually developed the ability to distinguish historical facts from fictional elements. Instead of simply memorizing information, they began interpreting events critically and supporting their opinions with textual evidence.

Third, collaborative activities improved communication skills. Learners listened carefully to classmates, respected different viewpoints, and confidently presented their own arguments.

Teachers also observed improvements in expressive reading. Students paid greater attention to punctuation, intonation, emotional expression, and pronunciation while reading historical stories aloud.

Comparative Evaluation of Learning Outcomes

Comparison between the experimental and control groups demonstrated clear differences.

Students taught through innovative instructional strategies showed higher achievement in several areas:

- deeper understanding of historical literary texts;
- improved vocabulary development;
- stronger reading comprehension;
- more accurate interpretation of characters' actions;
- increased confidence during oral presentations;
- enhanced critical and reflective thinking;
- greater motivation toward independent reading.

Although students in the control group also showed gradual improvement through traditional instruction, their progress was generally slower and less consistent than that of the experimental group.

These findings indicate that learner-centered instructional technologies create a more effective environment for developing historical reading competence in primary education.

DISCUSSION

The findings of the experimental study demonstrate that historical literary stories are effective educational resources for improving primary school students' reading literacy, analytical thinking, and historical awareness. Unlike traditional reading activities that often focus on memorization, interactive instruction encourages learners to become active participants in the learning process.

One of the most significant outcomes of the experiment was the improvement of students' ability to analyze literary texts independently. Learners became more capable of identifying the central idea of a story, explaining the relationships between characters, recognizing historical contexts, and expressing personal opinions supported by evidence from the text.

The experiment also showed that integrating collaborative learning activities increased students' confidence and communication skills. During classroom discussions, learners demonstrated greater willingness to ask questions, exchange ideas, and defend their viewpoints.

Scottish International Conference on Multidisciplinary Research and Innovation – SICMRI 2026

respectfully. Such activities promoted not only academic achievement but also social interaction and teamwork.

Furthermore, the use of multimedia resources contributed positively to students' motivation. Historical illustrations, educational videos, digital presentations, and interactive quizzes created a rich learning environment that helped children visualize historical events and better understand literary narratives.

These findings support contemporary educational theories emphasizing learner-centered instruction, competence-based education, and active learning strategies in primary education.

Practical Recommendations

Based on the results of the experimental work, the following recommendations are proposed for primary school teachers and curriculum developers:

- select historical literary stories appropriate to students' age, language proficiency, and cognitive development;
- combine traditional reading activities with interactive teaching methods to encourage active participation;
- organize role-playing, storytelling, debates, and collaborative projects to strengthen literary analysis skills;
- encourage students to compare historical events with present-day social life to develop reflective thinking;
- integrate digital technologies such as multimedia presentations, educational videos, electronic books, and interactive learning platforms into literature lessons;
- create classroom reading clubs and storytelling competitions to increase students' interest in historical literature;
- involve parents in home reading activities to establish continuous reading habits beyond the classroom;
- use formative assessment techniques that evaluate students' interpretation, creativity, communication, and critical thinking rather than simple memorization.

Implementing these recommendations can significantly improve students' reading competence and their ability to understand literary and historical texts.

CONCLUSION

The experimental study confirms that systematic work with historical literary stories contributes significantly to the intellectual and personal development of primary school students. Innovative pedagogical technologies enable learners to develop reading comprehension, literary interpretation, historical awareness, communication skills, and independent thinking simultaneously.

Students who participated in learner-centered activities demonstrated greater confidence, stronger analytical abilities, richer vocabulary, and higher motivation toward reading than those taught through conventional instructional methods. Historical literary stories also played an important role in strengthening students' appreciation of national history, cultural heritage, and universal human values.

Therefore, integrating interactive teaching strategies and digital educational resources into literature lessons should become an essential component of primary education. Future research may focus on developing digital models for teaching historical literature, evaluating long-term effects of innovative instruction, and designing competence-based assessment tools for reading literacy.

References

1. Bruner, J. S. (1996). *The Culture of Education*. Harvard University Press.
2. OECD. (2022). *PISA 2022 Assessment and Analytical Framework*. Paris: OECD Publishing.
3. UNESCO. (2021). *Reimagining Our Futures Together: A New Social Contract for Education*. Paris: UNESCO.

Scottish International Conference on Multidisciplinary Research and Innovation – SICMRI 2026

4. International Association for the Evaluation of Educational Achievement (IEA). (2021). *PIRLS 2021 Assessment Framework*.
5. Vygotsky, L. S. (1978). *Mind in Society*. Harvard University Press.
6. Piaget, J. (1972). *The Psychology of the Child*. Basic Books.
7. Tompkins, G. E. (2019). *Literacy for the 21st Century*. Pearson.
8. Gambrell, L. B. (2015). *Best Practices in Literacy Instruction*. Guilford Press.
9. Duke, N. K., & Pearson, P. D. (2020). *Effective Practices for Developing Reading Comprehension*. International Literacy Association.
10. Pressley, M., & Allington, R. L. (2014). *Reading Instruction That Works*. Guilford Press.